Planning for Effective Instruction

School Improvement Workshops

Instructional Categories Divided into Specific Behaviors	
General Instructional Category	**Specific Behaviors**
Identifying similarities and differences	• Assigning in-class and homework tasks that involve comparison and classification • Assigning in-class and homework tasks that involve metaphors and analogies
Summarizing and note taking	• Asking students to generate verbal summaries • Asking students to generate written summaries • Asking students to take notes • Asking students to revise their notes, correcting errors and adding information
Reinforcing effort and providing recognition	• Recognizing and celebrating progress toward learning goals throughout a unit • Recognizing and reinforcing the importance of effort • Recognizing and celebrating progress toward learning goals at the end of the unit.
Homework and practice	• Providing specific feedback on all assigned homework • Assigning homework for the purpose of students practicing skills and procedures that have been the focus of instruction
Nonlinguistic representations	• Asking students to generate mental images representing content • Asking students to draw pictures or pictographs representing content • Asking students to construct graphic organizers representing content • Asking students to act out content • Asking students to make physical models of content • Asking students to make revisions in their mental images, pictures, pictographs, graphic organizers, and physical models
Cooperative learning	• Organizing students in cooperative groups when appropriate • Organizing students in ability groups when appropriate
Setting objectives and providing feedback	• Setting specific learning goals at the beginning of a unit • Asking students to set their own learning goals at the beginning of a unit • Providing feedback on learning goals throughout the unit • Asking students to keep track of their progress on learning goals • Providing summative feedback at the end of the unit • Asking students to assess themselves at the end of the unit

Source: Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement.* Alexandria, VA: Association for Supervision and Curriculum Development.

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General Instructional Category	**Specific Behaviors**
Generating and testing hypotheses	• Engaging students in projects that involve generating and testing hypotheses through problem solving tasks • Engaging students in projects that involve generating and testing hypotheses through decision making tasks • Engaging students in projects that involve generating and testing hypotheses through investigation tasks • Engaging students in projects that involve generating and testing hypotheses through experimental inquiry tasks • Engaging students in projects that involve generating and testing hypotheses through systems analysis tasks • Engaging students in projects that involve generating and testing hypotheses through invention tasks
Questions, cues, and advance organizers	• Prior to presenting new content, asking questions that help students recall what they might already know about the content • Prior to presenting new content, providing students with direct links with what they have studied previously • Prior to presenting new content, providing ways for students to organize or think about the content

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